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ABSTRACT

Comprised of various groups, the Hispanic Americans constitute the second largest ethnic minority group in the United States. The largest Hispanic American groups living in the United States are Mexican Americans, Puerto Ricans, Cubans, South and Central Americans. Of these, the Mexican Americans constitute the largest and oldest group. Puerto Ricans, the second largest group, have been U.S. citizens since 1917. The third largest group are the Cubans, most of whom reside in Florida. Individuals with a Filipino, Central or South American origin are estimated at over 2 million and reside mainly in the west and east coast urban areas of the U.S. Covering the time period from 8000 B.C. to 1975 A.D., this booklet presents information about the Hispanic American people and their contributions to United States life and history: (1) Pre-Hispanic Period 8000 B.C. to 1400 A.D., (2) the Hispanic Era 1500 to 1900 A.D., (3) Modern Hispanic American Period 1900 to 1975, (4) Hispanic Americans in the Armed Forces, and (5) Hispanic Americans in the National Education Association. A brief overview of the Hispanic American population is also included. (NQ)

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A LOOK AT THE HISPANIC-AMERICANS

About the Author

Domingo Nick Reyes, a former pushout of the (1930-40) tri-partite school system of Texas; A former busboy and migrant; enlisted in the Army in 1946; graduated from high school in the service; attended American International College, Springfield, Mass.; graduate of Radio and Television schools in Washington and New York; a broadcaster for 20 years. In 1967 came to Washington, D.C. as a consultant to the Commissioners of the Federal Equal Employment Opportunity Commission; since 1969 has been a media consultant to several federal agencies and private organizations; an oral historian; producer of public affairs programs. He is presently active in the formation of the Institute for the Study of the Hispanic-American in U.S. Life and History. Domingo and his wife Conchita, and their five children live in Alexandria, Virginia.

The views expressed in this publication are those of the author, as for those errors of fact and opinion, I bear the sole burden. Domingo Nick Reyes

VIVA

A LOOK AT THE HISPANIC-AMERICANS

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Foreword

As we celebrate the Bicentennial of our nation's independence all Americans must recognize that the Hispanic-American roots of our national heritage were already flourishing at the time of the signing of the Declaration of Independence.

In the West and Southwest of what is now the United States there had been created an extensive network of agricultural, educational and religious communities. This magnificant civilization gradually became an integral part of the emerging United States. The descendents of these pioneers of Hispanic origin are now a vital and energetic part of our nation's human resource.

Often this important part of our national heritage has been forgotten. Often the descendents of these early Americans have been forgotten. It is essential that the Hispanic-American tradition of our history and the contributions of their descendants be fully recognized and honored.

Therefore, it is with great pleasure that we welcome the appearance of Mr. Reyes' fine book at this time. It is fortunate that a man with such unique personal and professional qualifications has undertaken this task. A book of this nature is long overdue and we only hope that it will be an important step toward the fuller appreciation and understanding of this essential part of our national heritage.

William Davidson, MD., PhD.
Institute for Psychiatry and
Foreign Affairs
Washington, D.C.

INTRODUCTION

The main object of this booklet is to supply information about the Hispanic-American people and their contributions to United States life and history. Hispanic-Americans constitute the second largest ethnic minority group in the United States. A variety of terms have been used to refer to the *Hispanic* American peoples.

The largest Hispanic-American groups living in the United States are Mexican-Americans, Puerto Ricans, Cubans, South and Central Americans. Mexican-Americans constitute the largest and oldest of these groups. It all started at the end of the Mexican War when the United States acquired nearly one million square miles of Mexican territory, and about 100,000 "Mexican-Americans" that were living on the ceded land.

Puerto Rico and its people have been under the influence and control of the United States since the end of the Spanish-American War. They have been citizens of the United States since 1917. The Cubans are the third largest of the group most of whom reside in Florida. Individuals with a Filipino, Central or South American origin are estimated at over 2 million and reside mainly in the west and east coast urban areas of the U.S.

The term "Hispanic-American" or "Hispanic" is frequently used in this booklet because it is more inclusive than any of the terms listed above.

Because of their diversity, it is not an easy task to write about the Hispanic-American people, some of which have lived within the present boundaries of the United States since

before the English settled at Jamestown. However, the author of this volume, Domingo Nick Reyes, is uniquely qualified to discuss this subject. He has been continously exposed to Hispanic-American life and culture since the day he was born in the State of Texas, of Mexican-American parents. His absorbing love and abiding admiration for things Hispanic is clearly visible in his writings. His literary style is smooth and easy to read. The many illustrations of selected scenes and portraits, greatly enhance the value of this publication. The time period covered dates from 8000 B.C. to 1975 A.D., and that means that only selected information is given, and that some issues and events have not been as fully covered as one might wish. We hope that the author will find the time and energy in the near future to provide us with a more detailed discussion of significant aspects of this subject. Until then, however, we are extremely happy to have *"Viva" A Look At The Hispanic-Americans*.

George S. Ulibarri, PhD.
Latin American Specialist
National Archives and
Record Service
Washington, D.C.

PRE-HISPANIC PERIOD 8000BC-1400AD

At the National Archives in Washington, D.C., two stone monuments face the public. They read, "What is past is prologue. Study the past."

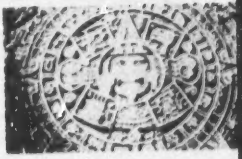
A study of the early ancestors of Hispanic-Americans reveals a highly organized and civilized people. As early as 8000 B.C., we find the first records of archaic civilizations in Peru. Anthropologists tell us a fisherman-type people settled on the coast around 3000 B.C. Others moved into the Andes mountains. The achievement of this culture is witnessed in their pottery, appearing about 1200 B.C. Corn is introduced around 800 B.C., a crop to have tremendous significance for the New

Preclassic figures

Giant La Venta head

Aztec temple

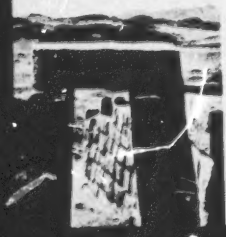
Aztec altar



Aztec calendar

Pre-Columbian figure

nca architecture in Peru



World. The aqueducts, pyramids, and ceramics of the Mochicas Indians in South America show a highly developed culture, by any standards. The Mayans built great temples and cities from about 300 to 900 A.D. The sciences of healing and natural history developed through cataloguing plants, herbs, animals and fish. Most significant was the invention of the calendar inscribed in stone.

Later in Peru, high in the Andes mountains, the Incas excelled in architecture and art. Traces of their lifestyle still can be seen in the foods and family customs of modern Hispanic-Americans.

The Aztecs dominated most of Mexico and Central America from about 1200 to 1520.

II THE HISPANIC ERA 1500-1900

Isabella, Queen of Spain

Columbus

If it had not been for Queen Isabella of Spain, there would not have been any conquering Spaniards. Few believed Columbus when he said he could reach the east by sailing west.

"Everyone to whom I spoke of this enterprise thought it a mere jest," said Columbus.

But not Isabella, the far-sighted queen. With her king, Ferdinand, they supported a "jest" that was to alter history as never before: the discovery of the New World.

The "Enterprise to the Indies", as Columbus called it, began in 1492.

Others soon followed, searching for (and finding) a lifetime of wealth in a single voyage.

The bloody deeds which helped shape the lives of Hispanic-Americans to the present day involved principally four historical figures. They are Cortez and Pizarro, Spanish conquerors, and Montezuma and Manco Capac, Indian chieftans.

Cortez
Pizarro

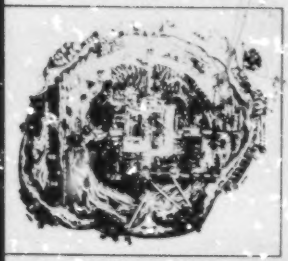
In 1519, the Aztec capital was Tenochtitlan, located in the central valley in Mexico. It was a great metropolis. Fine roads, canals, temples and business centers rivalled European capitals of the time. Montezuma was the ruler of this refined empire, which filled the visiting Spaniards with wonder. He had ruled the valley for almost 20 years when Hernando Cortez arrived from Spain. Cortez was hailed as a god when he entered the city on horseback. The Indians believed his arrival was predicted in their religion. They thought that man and horse were one supernatural being. They tried to please him with gold. But Cortez siezed Montezuma, and plundered the capital ruthlessly. The riches he sent back to Spain were beyond belief.

Montezuma
Capac

Manco Capac was the Indian ruler of the Incas in Peru. For a time he existed peacefully with the Spanish. But their rule did not ride lightly on the shoulders of this proud prince. In 1532, he confronted the Spanish conqueror, Francisco Pizarro, at the capital at Cuzco. A long and fierce battle followed. Seldom had the conquerors met such strong resistance. Pizarro was in the end victorious.

Ponce de Leon

Balboa



Island city of Tenochtitlan, capital of the Aztec empire

Juan Ponce de Leon sailed with Columbus on his second voyage to the West Indies in 1502. Because he discovered Florida during the Easter season, he named the land "full of flowers" in 1513. Ponce de Leon is popularly remembered for his search for the "fountain of youth", but he also discovered Puerto Rico. When he became governor of the island, he made a fortune in land, gold, and slaves.

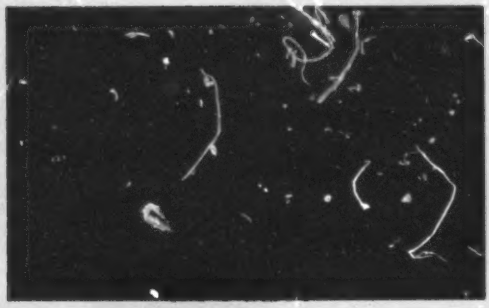
Vasco Nuñez de Balboa was an unsuccessful farmer on the Caribbean island of Hispaniola (now divided between Haiti and Dominican Republic). Stowing away to Panama, he befriended Indians and took command of an expedition. This led to the discovery of the Pacific Ocean on September 29, 1513.

Cuba was secured for Spain by Diego de Velásquez by 1514. As the self proclaimed independent governor of the island, he continued coloni-

zation and founded the principal towns.

But the New World was not simply a land full of savages and unexplored lands. In 1533 the first university on the North American continent was founded in Mexico.

By 1567, England was in close naval rivalry with Spain. Sir Francis Drake commanded a fleet on a slave-trading expedition, but the Spanish destroyed all but three of the English vessels. Further conflicts followed, leading to open war with Spain. The English Queen Elizabeth encouraged

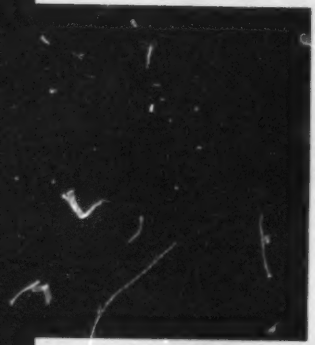


Velasquez

Drake

Drake's attacks on rich Spanish ports in the New World. By 1577 Drake became the first Englishman to sail around the world. The final affront to Spain came in 1587. Drake sailed into the harbor of Cadiz and destroyed a Spanish fleet of 30 ships. The angered Philip II of Spain launched a fleet of 130 ships, called the Armada, to invade England. As vice admiral, Drake saved England when uncertain winds and superior seamanship defeated the Armada in 1588. Spain no longer had a monopoly on the New World.

Oñate surveys New Mexico



Page from the *Royal Commentaries*

On April 30th, 1593, Don Juan de Oñate arrived near what is now El Paso, Texas. He and some 400 colonists, including a group of Franciscan friars, had travelled from Mexico to claim the land for King Phillip of Spain. Oñate was an "Español Mexicano", born in the New World of a wealthy Spanish family. His wife was granddaughter of Cortez, and great-granddaughter of Montezuma.

That same year, in Peru, the first edition of the *Royal Commentaries* was published. The mestizo author, Garcilasco de la Vega, provided a valuable record of Inca culture, rapidly vanishing under the heels of the conquerors.

The Spaniards found that the native Indian population was becoming subject to European diseases. Indian workers constantly ran away. Slaves brought in from Africa were more easily managed because they were more identifiable, and they could be exchanged for ginger, sugar and pearls at a large profit. St. Augustine, Florida, was founded in 1565; only sixteen years later, slaves were brought in. This was the first European settlement on the North American continent.

Santa Fe was founded in 1610 as the capital of New Mexico and is the oldest capital of any state.

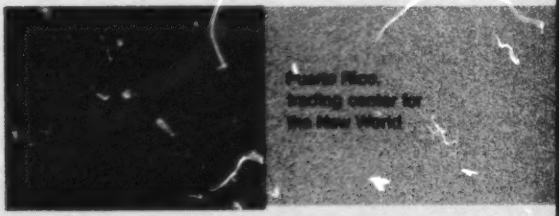
Sugar cane plantation run by slaves

The Alamo
San Antonio, Texas

By 1718, San Antonio, Texas, was founded. This city formed an important trading center on the long trail from Vera Cruz and Mexico City to forts located in east Texas.

The French and Indian War ended in 1763. In the treaty that followed, Spain ceded Florida to Great Britain, who restored Cuba and the Philippines to Spain.

Although not acknowledged in many textbooks, Hispanic-Americans played a major role along the Gulf of Mexico and the Mississippi River Valley during the American Revolution.



Puerto Rico,
trading center for
the New World

Bernardo de Galvez was Governor of Louisiana in early 1777. With the consent of the Spanish court, Galvez supported the Americans and strengthened defenses against the British. He corresponded actively with the Governors of Virginia, Patrick Henry and Thomas Jefferson. Units from Spain, allied with battalions of mulattoes and Blacks, attacked the British along the Gulf of Mexico.

Father Junipero Serra

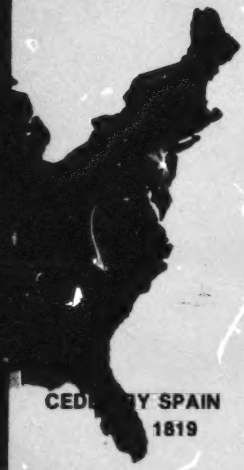
Meanwhile, the Spanish hold on California was being established through friars who founded a chain of missions along the west coast. Father Junipero Serra founded El Pueblo de Nuestra Reina de Los Angeles de Porciuncula, now known as Los Angeles, in 1781.

Spanish gold

Father Miguel Hidalgo

America, under the leadership of Thomas Jefferson, saw the occupation of New Orleans by the French as a threat. Ministers were sent to France with instruction to buy the port. But Napoleon, busy with plans for war with Great Britain, offered to sell all of Louisiana in 1803. The eager ministers agreed. In one swift move, the United States had doubled its domain.

Miguel Hidalgo y Costilla led an open revolt from Spain in Mexico in 1810. The priest inspired an unlikely alliance of Indians, Creoles, and radicals in their fight against the royalists. After initial success, the army was routed at Guadalajara. Hidalgo fled north, hoping to reach the U.S., but was betrayed and captured. His visions of social reform and the return of independence for the Indians provided inspiration for later revolutionary movements in Mexico.

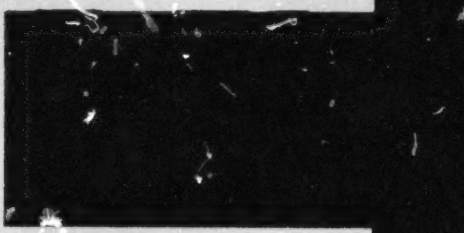


CEDED BY SPAIN
1819

Puerto Rico was opened to immigration in 1815, and free foreign trade was established. Smuggling, which had become the source of hundreds of years of conflict, began to decline.

In Mexico, Jose Maria Morelos accepted Hidalgo's example and continued the bitter struggle against Spanish rule. General Jackson, about the same time, seized Spanish forts throughout Florida in the War of 1812. Under the treaty signed by John Quincy Adams in February, 1819, Spain ceded Florida, southern Alabama, and southern Mississippi to the United States. In return, the U.S. gave up Texas, upon which it had vague claims since the Louisana Purchase.

Morelos



Jackson

The beautiful poinsettia flower is named after the first U.S. minister to Mexico in 1825, Joel Roberts Poinsett. But a smaller, scrawny variety is called simply, the Mexican Poinsettia.

Mexican independence was to come only after a long struggle. The early 1800's were a time of new exploration and settlement in the West. Restrictions on immigration were not to come for over 100 years. Texas was the land of opportunity. The Santa Fe Trail, leading from western Missouri to Santa Fe, New Mexico (still a part of Mexico), was first blazed in 1821.

Early Texas paper

HO! FOR TEXAS!

Cheap Homes, Good Investments,
FOR IMMIGRANTS.
COLONISTS and CAPITALISTS.

De Zavala

Santa Anna

The "Gaceta de Texas" was an early Texas newspaper. It was the first published source of information for organizing the provinces in Coahuila-Texas. Jose Manuel Bangs brought the printing equipment west from Boston in 1816. This newspaper was the first to print proclamations for the new territory of Texas.

Once they gained independence, Lorenzo de Zavala helped to draft the constitutions of both Mexico in 1824 and Texas in 1836. He was a brilliant reformist who served the governments of Spain, Mexico, and finally the U.S.

John Quincy Adams opposed bringing Texas into the Union because slavery would come with it. As Secretary of State, Adams assisted President Monroe in proclaiming "The Monroe Doctrine" in 1823. This stated that European influence in the Americas and Latin America would be tolerated no longer.

Mexican influence in Texas was to

19

WHERE IN THE BLAZES ARE THOSE GREASERS?
IF I COULD SEE I WOULD FIX 'EM
THE TEXANS HEARD GUNSHOTS AND GRABBED THEIR OWN RIFLES.

YOUR COMMANDER IS A VETERAN SOLDIER OF THE UNITED STATES
TO YOU, MR ARCHER, AND GOVERNOR SMITH, I PLEDGE MY LOYALTY TO MY NEW HOME AND STATE, TEXAS
HENRY SMITH WAS CHOSEN FIRST PROVISIONAL GOVERNOR OF TEXAS AND SAM HOUSTON THE NEW COMMANDER-IN-CHIEF.

Adams

be tolerated no longer either. In an early battle before the Mexican-American War, Antonio Lopez de Santa Anna defeated a group of Texans at the Alamo in December, 1835.

When Texas was admitted to the Union in spite of Adams' objections, General Winfield Scott was commander of the U.S. Army. During the Mexican-American War (1846-1848), Gen. Scott led the "Southern Expedition" which took Mexico City and the castle of Chapultepec. A little-known hero of the Mexican War was Manuel Dominguez. This peasant weaver was the leader of the 1,000 man "Spy Company" which was the eyes and ears of Gen. Scott. Without Dominguez, Scott would not have known the movements of the Mexican Army.

Santa Anna's early victories were lost as American forces triumphed. Santa Fe was taken and California brought under American rule. Peace came in 1848 with the Treaty of Guadalupe Hidalgo. With the large area of land Mexico gave up, the modern Mexican-American was born.

Juarez and wife

Last moments of Maximilian

In 1864 Mexico turned to Napoleon III for leadership and representation as a world power. Maximilian accepted the crown at Napoleon's suggestion. But this ruler from the outside found strong opposition from the local people, led by Benito Juarez. French soldiers protected Maximilian's rule from the resistance of Juarez, who established a separate capital in the north. When Napoleon withdrew his support, Juarez returned to power and Maximilian was shot. Juarez was re-elected president in 1871, and died while suppressing a revolution led by Porfirio Diaz in 1872.

De Leon

Rizal

Daniel de Leon was an early Hispanic-American to run for political office. A graduate of Columbia University, he ran for governor in New York in 1891. As editor of the first Spanish-language newspaper in New York, he was a strong supporter of labor reform in the U.S.

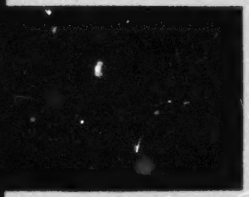
After Mexico gained its independence from Spain in 1821, Spain had lost an important base for control of the Philippines. By 1892, dedicated patriots such as Jose Rizal and Emilio Aguinaldo were working for Philip-

Cuban book about "The Maine"

pine independence. Rizal was an author, poet and doctor. His books, such as *Noli Me Tangere*, were weapons attacking Spanish rule. He had studied in the finest universities in the world. Executed by Spain in 1896, Rizal gave his life in attempting to free his country.

In Havana Harbor, the mine which sank the battleship Maine in 1898 also exploded hopes for Philippine inde-

U.S. occupation of Cuba



Aguinaldo

pendence. The Spanish-American War was declared. Dewey sailed to capture the Spanish fleet in the islands. Commodre W. S. Schley blockaded and destroyed the Spanish fleet in Cuba. Puerto Rico was occupied and the Treaty of Paris was signed December 10, 1898. Cuba, Puerto Rico, Guam, and the Philippines went to the U.S. Emilio Aguinaldo continued to rebel against U.S. occupation until captured in 1901. The Spanish empire lost its hold in the New World.

III MODERN HISPANIC-AMERICAN PERIOD 1900-1975

TERRITORIES CEDED BY SPAIN

Cuba

Puerto Rico

Guam

Philippines

Plotting revolution in Cuba

Maceo

Marti

Cubans also ploted to free Cuba from Spain. A young mule driver named Antonio Maceo rose to command of the rebel army. A futile attempt to carry on the war against Spain was made from isolated points around Cuba. A Cuban poet, lawyer and writer named Jose Julian Marti led the revolution which began on Feb. 24, 1895, in Bayamo. Marti had earned a modest living contributing political and literary essays on the U.S. to South American newspapers and the New York Sun. He admired the U.S., but feared the effect of its power and influence on South American republics. Maceo, nicknamed the

PRESENT U.S. GOVERNMENT LEADERS BORN DURING THIS ERA

Montoya
Senator

Gonzales
Congressman

Roybal
Congressman

Benitez
Resident Commissioner

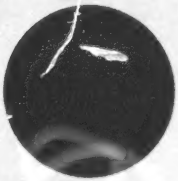
Diaz

Villa

"Bronze Titan", led machette attacks against the Spaniards.

Beginning with the overthrow of Porfirio Diaz, president of Mexico, Pancho Villa and Emiliano Zapata fought a succession of dictators from 1910 to the early 20's. As the U.S. supported their enemies, they turned against this country too. President Wilson ordered General Pershing to punish Villa's raiders, but the revolutionaries eluded them. Both Zapata and Villa fought against social injustices of the time, but with violent, undirected force. Their leadership of the Indians, peasants, and land reformers has become legendary.

Zapata



Immigration seal

Roosevelt signs Independence

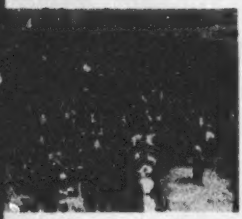
Campos

Illegal aliens became a problem during the Depression in the 1930's. America had encouraged Mexican immigration when it was needed to supplement the work force. But when times got tough, they were forced to leave on trains.

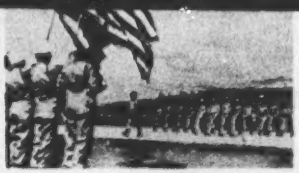
Puerto Rican independence was (and still is) supported vigorously by a section of its population. Pedro Albizu Campos, a Harvard-educated lawyer, led the Nationalist Party in 1932. Although violent acts were committed by followers of this party in the U.S., the Nationalist Party did contribute to Puerto Rico's growing awareness of itself.

In the Philippines, Manuel Luis Quezon helped bring about the passage of the McDuffie-Tydings Bill, passed in 1934, which promised complete independence by 1946. President Hoover vetoed the bill, but Roosevelt signed the bill when he came into office. Quezon became the first president of the Commonwealth of the Philippines in 1935.

World War II exposed many Hispanic-Americans to new sights and ideas. They served their country well. The author's own uncle (Raul Reyes) was killed on Corregidor in the Philippines. The large proportion of Hispanic-Americans honored in the war is testimony to their valor and dec



Trains to Mexico, 1931



World War II

ication. Partially as a result of wartime experiences, societies were formed for mutual benefit. Their goals were to counter hostility and discrimination, through such groups as the American GI Forum and LULAC (League of United Latin American Citizens). The GI Bill also helped with personal advancement after the war.

In 1943 Dr. Carlos Castañeda became the first Hispanic-American to hold a Regional Director's post on the President's Committee on Fair Employment Practices. He was also the Librarian, Latin-American Collection, University of Texas; Recipient, Knight Commander, Order of Isabel the Catholic. He is noted as the author of *Our Catholic Heritage in Texas*.

Castañeda

Puerto Rico was aided economically in the 1940's by Operation Bootstrap. President Truman appointed Jesus T. Piñero as the first chief executive of the island. Later Luis Muñoz Marin was elected by the voters of Puerto Rico in 1949.

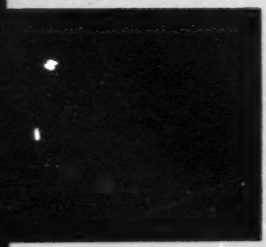
LEADERS BORN DURING THIS ERA 26

Bustillo Congressman | Lujan Congressman | De la Garza Congressman | Rodriguez College President | Benavides Former U.S. Treasurer

Castro

Today's government of Cuba is led by Fidel Castro. In January of 1959 he and his followers toppled the Batista regime. Originally hailed as a liberator, his socialist methods have received severe criticism in the U.S.. American policy appears to be softening towards Castro recently. Many Cuban-Americans oppose this. They fled Castro's Cuba in fear, and hope to return one day. But their children become more American each day.

John F. Kennedy encouraged Hispanic-American participation in government. Theodoro Moscoso, a Puerto Rican, assumed leadership of the Organization of American States. The first elected governor of Puerto Rico, Luis Munoz Marin also received Kennedy's encouragement. Raymond Telles became ambassador to Costa Rica. Benigno Hernandez served in the same capacity for Paraguay. Raul H. Castro was named ambassador to El Salvador, and later to Bolivia.



Hernandez

Kennedy

Seal of the Commonwealth of Puerto Rico

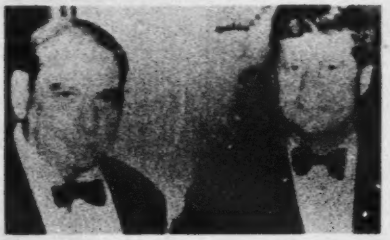
Marin electioneering

Texas farmworker march.

Moscoso

Telles

Marin meets Kennedy



Johnson

1967 Cabinet Committee meeting

Castillo

Yarborough

Educational reforms supported by Senators Montoya and Yarborough under the Lyndon Johnson administration have eased the learning problems of Hispanic-Americans in the schools. President Johnson also proclaimed national LULAC week (League of United Latin-American Citizens), the first significant recognition of Hispanic-Americans on a national scale. Bilingual education was promoted and the use of Spanish to help Hispanic - American children learn to speak English was introduced at this time.

In 1965, leaders of separate Mexican-American organizations realized the strength and impact of unity. In walking out of an Equal Employment Opportunity Commission meeting, prominent Hispanic-Americans from PASO*, American GI Forum and representatives of LULAC displayed their joint dissatisfaction with representation of Hispanic-Americans on the commission.

Vicente Ximenez became the first director of the Cabinet Committee on Mexican-American Affairs. In October of 1967, a majority of the President's Cabinet met with the group in El Paso, Texas. More militant leaders, such as Reies Lopez Tijerina, Corky Gonzalez, Ernesto Galarza, Maclovio Bar-

*Political Association of Spanish-Speaking Organizations

Gutierrez and Gonzalez

Tijerina

raza, met in another part of the city.

Since 1967, many events have accelerated the involvement of Hispanic-Americans. Armando Rodriguez headed the Mexican-American Unit of the Office of Education. Andres Chacon would succeed Ximenez as Chairmen of the Inter-Agency on Mexican-American Affairs. This agency was later led by Martin Castillo and Hank Quevedo in the transition to the formation of the Cabinet Committee on Spanish Speaking Opportunity.

The Small Business Administration was led by Hilary Sandoval. Tony Rodriguez and Phil Sanchez headed the U.S.-Mexican Joint Border Commission and the Office of Economic Opportunity, respectively.

Protests continued in many schools over such issues as the need for bilingual education, lack of Hispanic-American teachers and relevant guidance instructors.

In 1970, Cesar Chavez led his United Farm Workers in signing contracts with major grape growers in California. In the same year, La Raza Unida, a Mexican-American political party, was organized as an alternative political choice. At the Unidos Conference outside Washington in 1971, the political caucus in Congress and diverse Hispanic groups were brought together "unidos" to provide meaningful change.

Madieros, Nixon, Ramirez

Bishop Furey, Chavez, Bishop Flores

Armendaris

In recent years many significant developments have placed Hispanic-Americans in positions of power and influence.

Adm. Rivero, USN (Retired)

Jova

Horacio Rivero was named Ambassador to Spain. The next year Jose Jova was named Ambassador to Mexico. Bishop Flores became the first Hispanic-American bishop, and allied himself with the workers led by Chavez. Economic gains were made, as Hispanic-Americans organized for mutual success. Alex Armendaris headed the Office of Minority Business Enterprise. Other groups told America, "We Mean Business".

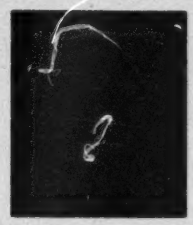
Hispanic-Americans shared with the rest of the world a range of feelings about the war in Vietnam. Lt. Cmdr. Ed Alvarez gained national publicity as the longest held prisoner in the war. His sister Celia participated in MIA-POW protests throughout the country. These Hispanic-Americans symbolized the participation of an entire generation of young people in events surrounding the war.

A new generation of Cuban-Americans has grown to maturity since its parents arrived in the U.S. in 1959.

The Watergate incident threw another Hispanic-American into the spotlight. One of the members of the

Leaders with Ford

Castro



Apodaca

Colon

Sanchez

De Baca

Senate investigative committee was Senator Montoya of New Mexico. For the first time in history, Hispanic-Americans saw on TV a member of their ethnic group participating in an event of great historical moment.

Current political leaders include Raul Castro, Governor of Arizona; Jerry Apodaca, Governor of New Mexico, and Rafael Hernandez Colon, Governor of Puerto Rico. Phillip Sanchez is the current Ambassador to Honduras.

The Cabinet Committee on Spanish Speaking Opportunity failed to get approval by Congress by one vote in 1974, but its influence helped top Hispanic-Americans meet with President Ford. Fernando de Baca currently serves as the first Hispanic-American special advisor to the White House.

IV HISPANIC-AMERICANS IN THE ARMED FORCES

Army

Medal of Honor Recipients

Brigadier General Richard E. Cavazos

Captain Euripides Rubio Jr.

First Sgt. Maximo Yabes

On these pages, VIVA pays tribute to our men and women in the U.S. Armed Forces. In the salute to those individuals who have served in many of our country's battles, we single out the Hispanic-American recipients of the Medal of Honor. This contribution is also well underscored by the many other honors and citations received by these Americans. All the military branches have been represented by the Hispanic-American members on this tribute.

These four pages are a small token of regard for the larger role played by the Hispanic-American in the Armed

SP4 Hector Santiago-Colon

PFC Carlos J. Lozada

SP4 Daniel Fernandez

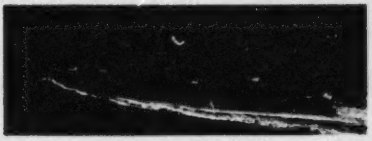
Navy

Hospital Corpsman 3rd Class
Phil Isadore Valdez

Forces—a significant contribution to life and history of the United States.

Our research has turned up much military historical data, about their contributions, which should be disseminated to correct the imbalance which exists in many of our country's school textbooks.

The era of the civil rights protests focused on the many injustices to their civilian counterparts. Improvement of



USS Valdez (DE-1096)

the social and economic conditions that dog the footsteps of the Hispanic-American, in or out of the military, is being accomplished by men and women with committment to the principles of the Constitution and the Bill of Rights. Hispanic-Americans have learned that nothing gets done without their participation and involvement. However, in the military as in civilian life, much more needs to be done.

There is much more going on, change is slowly taking place. More recent efforts by the services into affirmative action indicates some movement. The Army through its Research Institute in Washington, D. C., has begun a two year project to describe the Hispanic-American. It proposes to identify the social and other population problems and characteristics of its soldiers as a group.

The U.S. Navy too, has been active in recognizing the Hispanic-American. It has honored Hospital

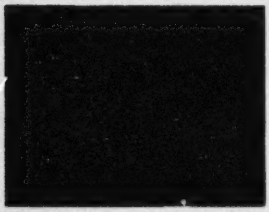
Air Force

Maj. Gen. Salvador E. Felices, highest ranking Hispanic-American officer, USAF

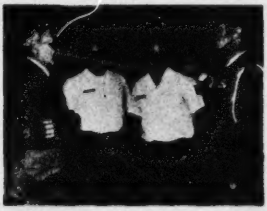
Corpsman Armando Leal, Jr. by naming an important building after him. The Destroyer Escort DE-1096 was named after Hospital Corpsman 3rd Class Phil Isadore Valdez.

In the Air Force, Equal Opportunity Officers and/or Non-commissioned officers are required on a full time basis at every installation with a population of 500 or more. Exchanges, libraries and commissaries have taken positive actions to insure that purchasing and stocking procedures respond to the needs of personnel and dependents of the Hispanic-American.

The Marine Corps organized its Equal Opportunity Branch in 1969. Its Leadership/Human Relations Training Program covers ethnic concepts, issue, traits and resolutions to cultural problems in the military man's role and in the service.

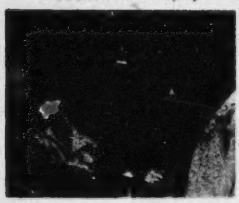


Cols. Montemayor and Villa with Texas Congressman Gonzales



Gen. Salidos, Mexican Air Force, Sgt. Hernandez, Sgt. Inzunza, Col. Montemayor, USAF

Capt. Fernandez, Jr., jet ace—14 MIG kills—receiving 1956 Bendix Trophy



The Department of Defense has begun its ethnic designator process for data collection to make the services more responsive to the needs of the Hispanic-Americans and their dependents; data that will be used to help implement the Equal Opportunity programs of the military.

The Department of Defense has

Marine Corps

De Valle

Lieutenant General Pedro A. del Valle, who was Director of Personnel, Headquarters Marine Corps, Washington, D. C., at the time of his retirement on January 1, 1948, led the First Marine Division through the Okinawa operation in the closing months of World War II.

Medal of Honor Recipients

Major
M. Sando Vargas, Jr.

stated that discrimination is in violation of its policies. Any offense also violates the principles of America's institutions and concepts of fundamental justice.

Perhaps not in as many ways as might be possible, and perhaps not as fast as many would like to see changes are becoming discernable.

First Lieutenant
Baldomero Lopez

Lance Corporal Emilio
Albert De La Garza, Jr.

Lance Corporal Jose
Francisco Jimenez,

Private First Class
Fernando Luis Garcia,

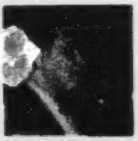
Private First Class
Edward Gomez

Private
Harold Gonsalves,

V HISPANIC-AMERICANS IN THE NATIONAL EDUCATION ASSOCIATION

The Invisible Minority Report

Maria Urquides, Chairman, NEA-Tucson Survey



Manuel Banda

1966 Tucson, Arizona, Conference leaders (L-R) Sam Ethridge, Sen. Ralph Yarborough, Maria Urquides, Dr. Irvamea Applegate, Sen. Joseph Montoya

Cover 1966 Report

This abbreviated photographic chronology of concern is a long overdue tribute to the people of the Hispanic-American communities who have fought for and gained policy and organizational change in education associations.

The persons pictured on these pages have been involved in bringing positive change to the National Education Association, including proportional representation in governance and staff; curriculum, organization, and leadership development; political action; and lobbying for educational reform.

A fast pace of events shaped the history of Hispanic participation in NEA. One of the first of these events was an investigation in 1965 of the schools of the Southwest, reported by a group of concerned educators in a publication entitled, "The Invisible Minority . . . Pero No Vencibles". This report was the springboard for a national symposium, held in Tucson, Arizona, on the Spanish-speaking child in the schools of the Southwest which provided the impetus for the formulation of legislation which led to the enactment of the national Bilingual Education Act of 1968. This was the first time in U.S. history that the federal government recognized the

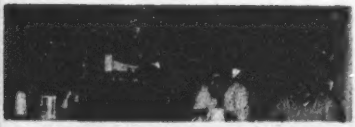
Joaquín Rivera Wm. Guardia

Early NEA Hispanic-American leadership

nea

needs of Spanish-speaking children and acknowledged the power of the education association as a political force.

The Hispanic communities, continuing their efforts to make NEA more



Che Cisneros speaks to 1971 Human Relations Conference

Press conference with Blandina Cárdenas and Sam Ramírez

José Cárdenas

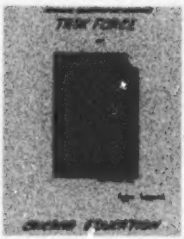
Henry Casso

Josué Gonzáles

Cover 1973 Report

David Almada

Patricia Benavidez



Chicano Education Task Force Report

NEA Chicano Caucus Meeting

NEA Task Force on Chicano Education (L-R) Guillermo Castañon, Lulu López, Jennie Durán, Tony Núñez

Braulio Alonso

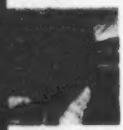
Alfred Córdova

Albert Sánchez

Ramón Huerta

38

1975 Conference on Educational Neglect—Hispanic Groups Meet



Elías Esquer

Jim Esquibel

Vic Rivera, US-OE Migrant Education Director

responsive, protested the scope of NEA's minority programs at a national human relations conference in 1971 and presented demands that led to the establishment of formal, NEA-funded Hispanic, Native American, and Asian task forces. These task forces still spur and guide the reform of the Association.

NEA's Chicano members, in addition, have formed a national Chicano Caucus which acts as an internal and external political force. Internally, it has resulted in the establishment of state and local caucus groups which have increased their members' participation in governance at every association level. It helped pass NEA's 1975 constitution which contains minority guarantees; was primarily responsible for the adoption of resolutions on testing of minorities, Chicano self-determination, cultural pluralism, and bilingual education; and helped elect a Chicano to the Association's Executive Committee. NEA's minority involvement activities and its program and employment affirmative action plans have also been marked by significant Caucus activity. Externally, the Caucus has been instrumental in NEA's Political Action Committee to elect friends of education to national, state, and local government offices.

The continued involvement and vigilence of the Hispanic communities led to a second NEA bilingual/bicultural conference, "A Relook at Tucson '66 and Beyond," which produced the reenactment of the Bilingual Education Act of 1974. NEA's Migrant Education Program is another result of their activity; it is designed to improve educational opportunities for migrant children and gain collective

Antonio González, Teacher Rights Council 1974-75

Ray Ceniceros, NEA Higher Education Council

Norma de la Peña, 1974-75 Task Force on Chicano Education

Lulu López, 1973-74 Task Force on Chicano Education

Consuelo Nieto, Women's Rights Task Force and Tony Vásquez, Chicano Caucus Chairperson

Rov Fuentes, Director, Migrant Education

Tomás Villarreal, Professional Associate, Human Rights

NEA Staff. (L-R) John Woods, Carmel Sandoval, Alicia de la Torre, Linda Chavez, Carmen Manchuca, Tomás Saucedo

bargaining rights for migrant workers.

The forward-looking members of the Hispanic-American communities believe that change does not just happen but is made to happen. They are committed to change that will make American education truly responsive to the needs of all Americans.

NEA MATERIALS

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VI

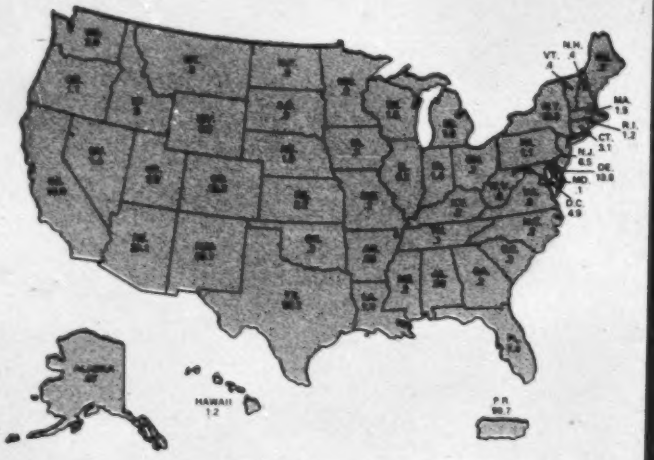
AN OVERVIEW

The meaning of population numbers should be a serious study for the Hispanic-American. In the numbers, perhaps, lay the sum of the answers to the group's frustrating efforts at justice and equality. The Hispanic-American as a taxpayer, consumer, voter, contributor to the American way of life has become in the potential of the numbers, an important political factor in the future of the nation. They may yet be able to solve their own problems given a break, an equal opportunity. The consciousness-raising now going on in the nations barrios is a hopeful sign for these Americans who are now recognizing their power and potential at the ballot box.

Look at the charts, compare and inquire, the interpretation is yours.

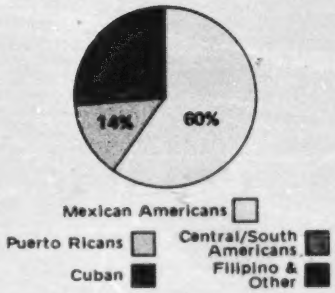
Chart Sources:
U.S. Bureau of the Census
Census of Population: 1970

Population

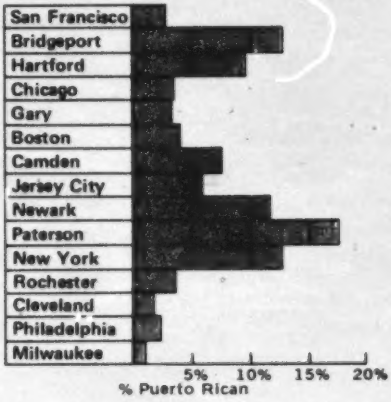


Numbers show percent Hispanic-Americans in relation to total State populations

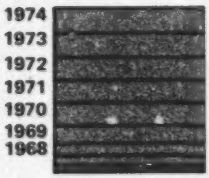
Percentage Comparison of Hispanic-American Population by Group



Puerto Rican Population of Selected U.S. Cities in Percent: 1970



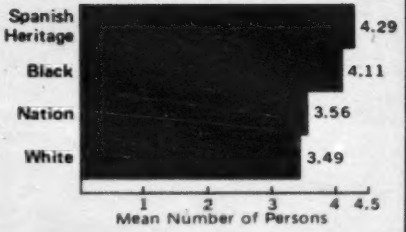
Number of Filipinos Immigrating to U.S. from 1965 to1974 by Percent of Total



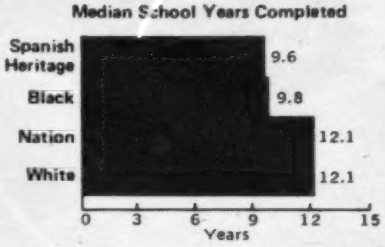
During 1965 to 1974, a total of 210,269 persons immigrated from the Philippines to the United States. It is of interest that during this time, 54,205 former Philippine citizens became American citizens.

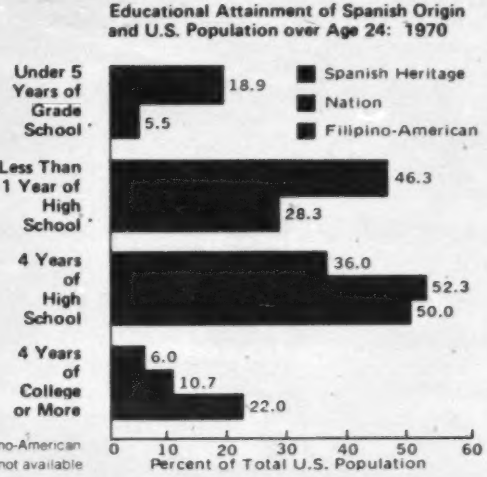
The areas of significant Filipino population in 1974 were: Los Angeles–San Diego–San Francisco; Chicago; New York; and Guam. The state of California had 39 percent of the 1974 Filipino immigrants.

Mean Size of Family



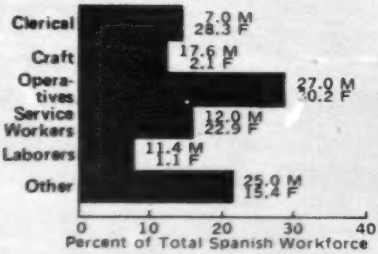
Education





Employment Trends

Major Occupations of the Hispanics in the United States: 1974 (in Percent)

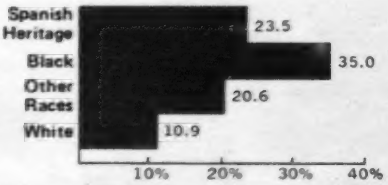


Numbers at end of bar indicate percentage of males and females in the various occupations.

Income

Percent Differences in Median Incomes of All Families

Percent of Persons Below Poverty Level in 1969

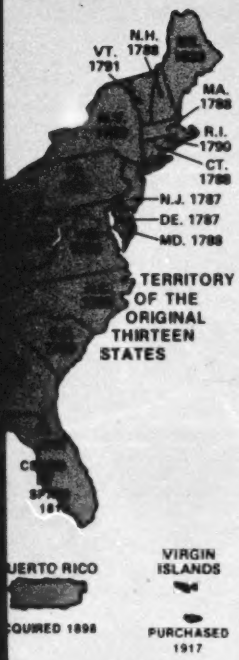


Languages Spoken

When the total native-born and the total foreign-born populations with a Spanish heritage were combined, Spanish was the most common language, spoken by 80.8 percent of the people involved. English ranked second.

How Hispanic-American history and culture influences our daily lives.

In 1877, Walt Whitman[1] wrote about Hispanic-Americans: "I have an idea that there is much . . . of importance about the Latin race's contribution to American nationality . . . that will never be put with sympathetic understanding and tact on the record." He may have been right.



Until recently there was little common knowledge about the Puerto Rican, Cubano, Chicano, Filipino and other Hispanic origin peoples in the U.S. Even a cursory look at their contribution reveals that they are an influential part of our daily vocabulary.

The modern image of the Hispanic-American is as diverse as the background of most Americans.

However, the subtle emergence of Hispanic-American influence has taken a long time but is having a lasting effect. The most obvious has been our language. The following names are obvious, even to the casual TV viewer: Cordoba, Pinto, Toronado, Granada, Seville, Vega, Matador, El Dorado, Montego and DeSoto, all brand name automobiles. But the names of several states, counties, cities, countless towns, streets, missions, mountains and rivers, hundreds of vegetables, fruits, herbs, trees, plants, animals and food come from the Spanish language. And what about Fritos, Nachos, Doritos, Chiquita Banana, chili con carne, and enchilada?

Then there are these names out of the West: vaquero (cowboy), mesa, ranchero, stampede, hombre, botas (boots), sombrero, riata, arroyo, rodeo, cantina and siesta. All these terms are from cattle ranching, Mexican in origin and already developed before the first permanent English settlement in Jamestown.

[1]Source: Eiseman, Alberta. Mañana is Now; the Spanish-speaking in the United States. Atheneum (New York: 1973)

VII CONCLUDING OBSERVATIONS

The Hispanic-American can, and does, claim historical precedence over the Anglo-Saxon in the New World. St. Augustine, in what is now Florida, and Santa Fe, in what is now New Mexico, were both established before the Pilgrims sighted Plymouth Rock. The mission system was being developed and flowering along the Pacific Coast while English settlers still bargained nervously with the Indians on the Atlantic Coast. Most of the concentrations of Hispanic-American population are still cluster-

These people are making history. Each in his own way brings a more positive and diverse picture of who and where the Hispanic-American is in society.

Al Martinez Combo, popular east coast entertainers

Lauro Cruz, Special Assistant to Governor Briscoe, Texas

Sonia Manzano, star of Sesame Street

La Familia Hernandez, Buena Suerte Record stars

ed around areas which once were the jumping off points for jobs.

Cubans

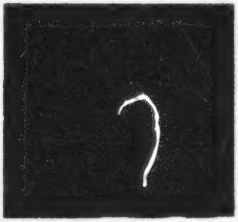
To many Cubans in the U.S. return to the island is becoming a distant dream. The experience in exile has been traumatic and there is still a residue of cultural shock in adjusting to U.S. culture. The Cuban-American youth is assimilating into U.S. society at more or less the same rate as other Hispanic-Americans. Though barriers still exist, Cubans are making many contributions in education, business, the armed forces, the federal government, arts and humanities. Miami, Florida, for example is one of the model bilingual cities in the U.S.

Ramiro Garcia, 1st L.A. schools TV teacher

Maurice A. Ferre, Mayor of Miami, Florida

Dr. Fred Reyes Norwood, Scientist, Atomic Energy Commission

(L-R) Ray Martel, actor; Dr. Tomas Martinez; the late Ruben Salazar, L.A. Times editorial writer.



(L-R) John Villareal, TV host-producer with MGM studio producer Antonio Calderon

Filipino-Americans

Although considered Asian-Americans, Filipinos are a growing identifiable ethnic group. Relations prior to WWII created a favorable climate for immigration to the U.S. by many present day Filipino-Americans.

Most are English-speaking with Spanish surnames, and some speak Tagalog as a second language.

They own and operate business of all types. Their concentration in California as an emerging political force is growing in importance. The house servant and farmworker image is almost completely gone. Filipinos are included as part of the Hispanic-American contribution to U.S. society and are recipients of the Medal of Honor.

Mexican Americans

Chicanos, as many have come to call themselves, have made remarkable gains. More than any other group, Mexican-Americans have been winning elective offices. On

Herman Gallegos, Pacific A.T.&T. board member

Nick Ortiz Deputy Assistant Administrator for Minority Enterprize (SBA)

(L-R) Joe Aragon, D.N.C.; Raul Espinosa, R.N.C. on recent TV press panel

Geraldo Rivera, ABC-TV star-journalist

Dr. Daniel Valdez, publisher, La Luz magazine

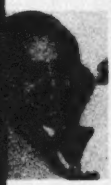
school boards, city councils, county and more recently state levels, Mexican Americans have shown new awareness of the political process. The gains appear remarkable when compared to the not too distant past when their presence in federal employment was almost zero.

The presence of Chicanos in almost all areas of education, business, science, government, sports, show business, politics, health, law and medicine, the arts and humanities is just beginning to emerge.

Puerto Ricans

The first of the Puerto Ricans began migrating to the U.S. nearly 100 years ago. To most other Americans however, the story about Puerto Ricans is just beginning to emerge. As it unfolds, the story is manifesting itself in terms of their broadening participation in all facets of American life.

ony Castro, investigative porter, Houston Post



heech Marin of Comedy am Cheech and Chong

Countless organizations, institutions and individuals have been responsible for these positive developments. The Puerto Rican Forum, the Universidad Boricua (Boricua University) and many others are making America aware of the cultural heritage and contributions of this group to the broader society.

Of the nearly two million Puerto Ricans on the mainland, one point is clear—i.e., they are here to stay. As for the nearly three million on the island of Puerto Rico, they are a vibrant reminder of the rich Hispanic-American resource which they represent.

The bilingual, bicultural status of Puerto Rico serves as a model for the entire United States in terms of education, communication and other relationships by which a society is judged. The accomplishments of Puerto Ricans in business, government, sports, entertainment, literature and other fields is a source of inspiration to many. Puerto Ricans have distinguished themselves in the United States armed forces and many have been recipients of the Medal of Honor.

Epilogue

This booklet has spanned from the year 8000 B.C. to the present day, the continuity of Hispanic-American experience.

This is not a new achievement, but part of a movement against a one-sided view of history: the American experience does not necessarily begin at 1492, or the 17th century English settlements on the east coast of the United States.

It should be the goal of educators and the public in general to study the contributions of every ethnic group to our present way of life. Ethnic experience must be made a part of our total view, not just isolated exceptions from the mainstream.

The struggle for independence in Hispanic territories should carry more weight in our schools. Americans need to recognize the extent to which they are depriving themselves of the knowledge of this rich heritage. The American experience is multi-ethnic. The deterioration of our ethnic lifestyles into mass conformity is too high a price to pay.

The diverse peoples and customs that have formed this country and the growing awareness of their contributions may begin a renaissance in our nation—a nation with *all* its people united in the common cause of liberty, justice, and the pursuit of happiness on this tiny speck in the cosmos called the Planet Earth.

Viva Picture Credits

We can never fully thank everyone who provided us with the opportunity to both photograph and record many of the more recent historical events in this text. Some of the illustrations have been donated by individuals who believe in Hispanic-American history as an emerging and worthwhile contribution to the culture and history of the United States. Those graphics in this text not listed below are in the author's private collection.

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